

INSTRUCTORS' PERCEPTIONS ON THE
IMPLEMENTATION OF CONTINUOUS QUALITY
IMPROVEMENT PLAN TO THE SUPPORT COURSES
AT UNIVERSITI MALAYSIA PERLIS (UNIMAP)

By

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Theses Submitted to the College of Art & Sciences,
Universiti Utara Malaysia, in Fulfillment of the Requirement
for Master of Education (Curriculum & Instruction)





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ABSTRAK

Selepas UniMAP memutuskan untuk mempraktikkan *Outcome Based Education (OBE)* secara menyeluruh, pelbagai proses telah dijalankan termasuk penstrukturan semula kurikulum hingga menyediakan instrumen yang sesuai untuk mengumpul data-data dan bukti untuk digunakan dalam proses *Continuous Quality Improvement (CQI)*. Di UniMAP, CQI juga dirujuk sebagai "*closing the loops*". Proses ini melibatkan pengumpulan data dan bukti-bukti dari beberapa instrumen. Walaupun reka bentuk CQI direka khas untuk program kejuruteraan, namun ianya tidak dijadikan alasan oleh kursus-kursus bukan kejuruteraan untuk tidak mempraktikkannya. Kajian ini dijalankan untuk melihat samada proses CQI yang dijalankan di UniMAP pada masa kini bersesuaian untuk dipraktikkan pada subjek-subjek bukan kejuruteraan. Memandangkan terlalu sedikit yang diketahui tentang kesesuaian dan keefektifan proses CQI kepada kursus-kursus bukan kejuruteraan, dan tiada satu kajian pun telah dijalankan untuk membincangkan isu ini diperingkat UniMAP maka kajian ini telah dijalankan untuk memenuhi kehendak tersebut. Kajian ini dijalankan dengan menggunakan pensyarah-pensyarah yang terlibat dengan proses CQI sebagai *focus group*. Berdasarkan keputusan yang diperolehi, majoriti pensyarah yang terlibat di dalam kajian ini menyatakan bahawa proses CQI yang dipraktikkan adalah kurang berkesan dan dua instrumen telah dikenal pasti sebagai kurang efektif untuk digunakan pada kursus-kursus bukan kejuruteraan. Kajian ini turut memberi empat cadangan yang dapat dijalankan sebagai langkah-langkah penambahbaikan untuk proses CQI diperingkat kursus bukan kejuruteraan. Cadangan-cadangan tersebut adalah termasuk keperluan untuk menjalankan bengkel dan kursus yang bertujuan untuk menerapkan budaya kualiti dan juga untuk meningkatkan kefahaman terhadap konsep CQI kepada pensyarah-pensyarah yang terlibat. Cadangan yang seterusnya adalah menubuhkan satu pasukan atau kumpulan khas untuk memantau prestasi CQI untuk kursus-kursus bukan kejuruteraan dan diikuti oleh membenarkan pensyarah-pensyarah ini mengikuti setiap perbincangan atau mesyuarat yang melibatkan aktiviti-aktiviti yang berkaitan dengan CQI.

ABSTRACT

Ever since UniMAP has decided to implement the Outcome Based Education (OBE) in a full swing, a lot of processes has to be implemented which begin with restructuring the curriculum and courses until preparing for assessment and evaluation tools, the collection of evidence and also continuous quality improvement (CQI). In UniMAP situation, CQI is referred to “closing the loops” and it is implemented at course level by collecting evidence from direct assessment tools. Although the CQI is specifically designed for the Engineering programmes, there is no exception for non-engineering courses for not doing it. Concerning that little is known regarding on the appropriateness and effectiveness of the CQI process towards the support courses and there is no single study has been conducted to examine the usability of the process whether it can fit in both engineering and non-engineering courses offered at UniMAP, thus this study was conducted to explore the appropriateness and effectiveness of the CQI process towards non-engineering courses. It used all the instructors who are responsible with the Diploma support courses as the focus group of the study. From the finding, most of the instructors have misconception on CQI which has lead to ineffective implementation of CQI process to the support courses at UniMAP. Ineffective leadership and inappropriate use of CQI tools have also effecting the implementation of CQI process. From the findings too, two of the instruments have been identified as inappropriate for the process. Finally, this study has suggested four recommendations in order to improve the implementation of CQI process for support courses. The recommendations are to conduct workshops and training courses, to develop a monitoring group and to allow for direct participation from the support courses’ instructors in any discussions that related to CQI activities.

ACKNOWLEDGEMENTS

In completing this project paper, I have had the cooperation from my supervisor, Dr. Harshita Aini Haroon. I am honored to have been supervised by her. Her comments and guidance are highly appreciated.

I must make special mention of the six instructors who have fully cooperated with me. They had shown their supports by responding to all my questions. Four of them have been particularly helpful for offering suggestions for improvement. My thanks go to them.

Lastly, I'm indebted to my colleagues: Tunku Salha Tunku Ahmad, Sharmini Abdullah, Ahmad Hifzurrahman Ridzuan, Shafiq Hizwari and Wan Norhaizar Harun, who have sustained me with their supports and always ready to lend their hands when I need the most. Life would probably be harder without them.

I have always been delighted at the responses I have received for my study-stretching from my supervisor, the six instructors to my colleagues. And so, salutations and thanks to all of you.

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LIST OF ABBREVIATION

- i) **ABET**:- Accreditation Board of Engineering and Technology
- ii) **CO**:- Course Outcome
- iii) **CQI**:- Continuous Quality Improvement
- iv) **EAC**:- Engineering Accreditation Council
- v) **MQA**:- Malaysia Quality Assurance
- vi) **OBE**:- Outcome Based Education
- vii) **UNIMAP**:- Universiti Malaysia Perlis

CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

Universiti Malaysia Perlis (UniMAP) formerly known as Kolej Universiti Kejuruteraan Utara Malaysia (KUKUM) is one of the universities in Malaysia where its niche area is engineering. The courses offered at UniMAP are divided into two parts. They are engineering courses and non- Engineering courses. Non-engineering courses are also known as support courses. Most of the support courses in UniMAP are offered by Center for Communication Skills and Entrepreneurship or also known as PKKK which stand for *Pusat Kemahiran Komunikasi dan Keusahawanan*. The courses offers by PKKK are language courses, Entrepreneurship, Thinking Skills, Communication Skills, Asia and Islamic Civilization and Information Technology Skills. Since UniMAP decided to implement Outcome Based Education in a full swing, all the course coordinators, whether from the engineering or non-engineering courses are required to prepare the Overall Course Evaluation Report at the end of every semester. This report is very important because it acts as a tool for UniMAP's Continuous Quality Improvement Plan (CQI).

1.2 OVERVIEW

As cited from UniMAP's Programme Educational Objectives (PEO), one of its major concerns is to produce holistic engineers who are highly competent in both engineering theory and practice and to meet current engineering demands in the 21st century. These concerns have motivated UniMAP to improve its curriculum from conventional approach

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